

**LEARNING STRATEGIES USED BY FLUENT PRE-SERVICE ENGLISH
TEACHERS IN SPEAKING SKILL**

**(A Case Study in the First Grade of English Education Department at A
Private University in East Java in Academic Year 2018/2019)**

SKRIPSI

**Submitted in Partial Fulfillment
of the Requirement for Degree
of Sarjana Pendidikan**

By

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2019

LEGITIMATION

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This is certify that the sarjana's skripsi has been approved by the Board of
Examiners as the requirement for the degree of Sarjana in English Language
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CHAPTER I

INTRODUCTION

In this chapter, a researcher would like to discuss about background of the study, statements of the problems, objectives of the study, significance of the study, definition of key term and limitation of study.

A. Background of Study

Many pre-service English teachers wanted to speak English fluently, but it was not easy to speak English fluently. In the fact, they only learnt how to comprehend the subject contain knowledge of English and pedagogical skill without practicing communicative in social context. Practicing communicative in social context increased their fluency faster. Harmer (2015) mentions that fluency refers to focusing on the content of speech to communicate as effectively as possible. According to the definition, it could be concluded that fluency was a skill that appear their real ability in speaking naturally without respite. They had to know the strategies to speak English fluently as a native. They had to study hard to reach it. They could not pick up fluency if they had started learning English at old ages. Moreover, university education had no effect enhancing their fluency. They did not have enough chance to practice it in the classroom caused the limited time. They needed more time to speak up in front of the other people.

Speak up in front of other people could make them confident. Speaking could indicate their abilities understanding the grammar, vocabulary, stressing and pronunciation. Among the four language skills, speaking seemed to play more important role in communication (Zaremba, 2006). As we knew that, we could speak to many people and get the information. People could share what they know to another one. It showed that speaking was the main thing people need to be learnt. Chastain (1998) views speaking "as one important element in developing each language skill and conveying culture knowledge".

According to them understanding the meaning of conversation could be a great challenge. They did not need to translate word by word. They just needed to take the point of that conversation. A native speaker spoke fluently, because he practiced the language since their childhood. Fluency was not easy to be mastered. We took a long time to get the fluency. "Points out of fluency is the use of naturally occurring language when a speaker engages and maintain in meaningful communication" Richard (2006). This communication would be comprehensible and ongoing in spite of limitations in one's communicative competence. For example, a fluent speaker communicated with random partner, they would speak faster than the partner did. The partner only understood a few words spoken by the fluent speaker in that communication. The way to solve that was understood their body language. It could make a good understanding with the fluent speaker.

A fluent speaker knew what to say and how to say without frequent pauses to think. He spoke naturally as they breathing. Fodor and

Katz (1963) a fluent speaker is mastery of his language exhibits itself in his ability to produce and understand the sentences of his language. Speaking a language involves more than a simply knowing the linguistic components of the message and developing language skills more than grammatical comprehension and vocabulary memorization. One of the most challenging difficulties in learning a foreign language was finding ways to improve one's oral fluency. This was most commonly true in countries like Indonesia where the learners shared a common native language and had a little or no exposure to the foreign language outside. Bailey (2003) defines fluency as using language quickly and confidently, with limited hesitations, unnatural pauses, etc. One of the main concerns of language learners was how to improve language learners' speaking fluency and accuracy in general and communication in particular. Speech fluency was hard to acquire for most language learners but greatly contributes to one's image of fluent speaking.

Base on the writer, fluent pre-service English teachers were students who could speak not only in the classroom, but also in front of another people fluently, clearly and naturally. They could apply their grammar comprehension, pronunciation and vocabulary mastery in the daily communication. Non-fluent pre-service English speakers were students who lacked in speaking in their daily communication. They seldom practiced their speaking and made a wrong pronunciation, grammatical and stressing the words.

Therefore, the writer wanted to share the strategies used by fluent pre-service English teachers and to try to gather all the details at the stage and to identify the general idea to increase their ability. This research was going to establish the learning strategies used by fluent pre-service English teachers in English department. It might be useful for non-fluent pre-service English teacher to create a learning process styles to increase their ability as the fluent pre-service English teachers in a private university in the western part of East Java.

B. Statement of Problem

The research question was formulated as follows:

1. What were the strategies used by fluent pre-service English teachers in speaking skill?
2. In what ways were the strategies used by fluent pre-service English teachers implemented in speaking skill?

C. Objective of Study

1. To know the strategies used by fluent pre-service English teachers in speaking skill.
2. To investigate the strategies used by fluent pre-service English teachers in speaking skill.

D. Significance of Study

The writer hoped this study useful for:

1. Pre-service English teachers

The result of this study hopefully could help the pre-service English teachers improve their fluency in speaking ability by imitating the strategies used by fluent pre-service English teachers. They could apply the strategies given in this study as the supporting knowledge in learning English; in addition, they could practice it in daily communication.

2. Lectures

The lectures got a new way to improve the pre-service English teachers by using the strategies used by fluent students in speaking English and suggested them to apply it in their daily learning at home.

E. Definition of Key Term

1. Learning Strategies

Oxford (1990b) defines learning strategies are as specific action, steps, or techniques and students (often intentionally) use to improve their progress in developing second or foreign language skills. According to Jasmina (2006) learning strategies refer to students' self generated thought, feelings, and actions, which are systematically oriented toward attainment of their goals. According to the definition, it could be concluded that the learning strategy was a strategy that could be assumed as a conscious action towards improving their ability in English.

2. Fluency

According to Skehan (1996) defined it as the learners' capacity to mobilize their inter language systems to communicates in real time. Similarly, Lennon (1990) fluency is "the rapid, smooth, accurate, lucid and efficient

translation of thought or communicative intention into language under the temporal constraints of one-line processing". According to the definition, it could be concluded that fluency could make the discussion or communication easy to be understood each others.

3. Speaking

Speaking was an interactive process of constructing meaning that involved producing and receiving and processing information, Burns (1997). Its form and meaning are depend on the context in which it occurs, including the participants themselves, their collective experiences, the physical environment, and the purposes of speaking. Speaking required that learners not only know how to produce specifics points of language such as grammar, vocabulary, or pronunciation (*linguistic competence*), but also that they understood when, why, and in what ways to produce language (*sociolinguistic competence*). A good speaker synthesized this array of skills and knowledge to succeed in a given speech act. According to the definition, it could be concluded speaking was the produce a language that could share their knowledge each other and understood what the speaker talk about.

4. Fluent speaker

Fodor and Katz (1963) a fluent speaker is mastery of his language exhibits itself in his ability to produce and understand the sentences of his language. He can speak without thinking and naturally as breathing. According to the definition, it could be concluded fluent speakers produced the word naturally and spoke without spacing and clearly. Their words and sentences were easily to be understood for audiences.

F. Limitation of The Study

The study was limited to students' learning strategies used by fluent pre-service English teachers in speaking skill in their presenting in some courses. This research was conducted to grade 1, 2nd semester of pre-service English teachers in an English Education Department in East Java. There are 55 pre-service English teachers in that grade. The writer observed all the Pre-service English Teachers' presentation to analyze their speaking ability and decides 4 Pre-service English Teachers as the fluent speaker. Those were 3 females and 1 man. The researcher got the information from the lectures that taught in that class and based on the writer's observation.



CHAPTER II

THEORITICAL REVIEW

This chapter discussed some theories and research studies which were relevant to the topic.

A. English Learning Strategies

1. Theories of Language Learning Strategies

O'Malley and Chamot (1990) illustrated learning strategies as "special thought or behaviors that individuals use to help them comprehend learn, or retain new information". It is said by Richard, Platt and Platt in Zare (2012) that "learning strategies are intentional behavior and thoughts that learners make use of during learning in order to better help them understand, learn, or remember new information".

Cohen in Zare (2012) states, "learning strategies are processes which are consciously selected by learners and which may result in actions taken to enhance the learning or use of a second or foreign language through the storage, retention, recall, and application of information about that language". In line with Cohen, Wenden and Rubin (1987) describe learning strategies as "any sets of operations, steps, plans, and use of information". They explained learning strategies more as "strategies which contribute to the development of the language system which the learner construct and affect learning directly".

There were two points which have to be considered in the process of learning, "what" and "how". Hardan (2013) states that learners need to know "what" to use in their learning and "how" to use it. It meant that learners needed

to know what learning strategies they could use when they were learning English and how to use the strategy to overcome their English problems.

The strategy that students used for their learning was clearly also included in the factor to determine how well students learnt the English language. (Oxford, 2003) stated the aim of using learning strategies used by learners is to learn something more successfully. Students who have their appropriate learning strategies normally will have better understanding. Moreover, Oxford (1990) stated that learning strategies help to make the learning become easier, faster, more enjoyable, more effective, more self-directed and more transferrable to new situation. Their better understanding will result good marks in their learning.

Oxford (1990) also claimed that language learning strategies had the following features:

- a. Contribute to the main goal, communicative competence.
- b. Allow learner to become more self-directed.
- c. Expand the role of teachers.
- d. Are problem oriented
- e. Are specific actions taken by the learner.
- f. Involve many aspects of the learner, not just the cognitive.
- g. Support learning both directly and indirectly.
- h. Are not always observable.
- i. Are often conscious.
- j. Can be thought.
- k. Are flexible.
- l. Are influenced by a variety of factors.

From the theories above, learning strategies had a good effect to improve their skill in learning process. The learners could choose the best strategies that comfort with them to help them successful in learning English. It also made the learning strategies easier, faster and more enjoyable. They would get well understanding in their learning process.

2. Classifications of Language Learning Strategies

Many writers had classified the classification of language learning strategies. They had discussed it, but the classification of language learning strategies were more or less the same. Oxford (1990) classified into two big types of language learning strategies; *direct* and *indirect*, which are further categorized into six groups. Direct strategies were the strategies used by the learners directly in their daily communication, example: when the learners practiced with native speakers, they would speak faster than their friend did. The way to understand it was by understanding the point of language and their body language. Then, learners could produce sentences which connect with the point of language. These strategies needed mental processing such as memory strategies, cognitive strategies and compensation strategies. Meanwhile, indirect strategies were strategies that support and manage language learning without directly involving the target language such as metacognitive strategies, affective strategies and social strategies (Oxford in Prasasti, 2016). There were six strategies derived from these two strategies:

a. Memory Strategy

Memory strategy helped the learners to remember more effectively.

It could develop their mentality by connecting the information in their mind

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such as picture, sound, words or numbers. So, when it was needed by the learners in the future, it could help them to get back the information before (Hardan in prasasti, 2016:9). Oxford (1990:40) although strategy memory can be powerful contributors to language learning, language students rarely report using them. It may be because they think those strategies are more suitable for elementary levels of language learning.

b. Cognitive Strategy

Cognitive strategy referred to the mental process of learners to achieve certain goals to perform special tasks such as summarizing or thinking deductively. This allows learners to understand and produce new languages in various. For examples: repeating, practicing formally with sound, combining, practicing naturally, getting ideas quickly, think deductively, analyze expression and using resources to receive and send message.

c. Compensation Strategy

Compensation strategy showed that learners knew what they already knew and used what they got to fill unknown information gaps by guessing instructions from the context. It usually could be identified from using linguistic clues, mother tongue, get help, mime or movement, avoid partial or total communication, choose topics, adjust and approximate messages, coining words, use circumlocution or synonyms.

d. Metacognitive Strategy

Metacognitive strategy was actions that went beyond pure cognitive devices, and which provided a way for students to coordinate their

own learning processes (Oxford, 1990). Strategies metacognitive enable learners to coordinate the learning process by using function such as centralizing, organizing, planning, and evaluation. This allowed language learners to control their own cognition. For example: watching excessively and connecting with familiar material, paying attention, delaying speech production to focus listening to other, knowing about language learning, self-monitoring and self-evaluation.

e. Affective Strategy

Affective strategy helped learners to manage their emotion, motivations, and attitudes during the learning phase. Brown (1994) revealed that effective refers to emotions or feelings both about oneself and about other people with whom they usually contact and communicate. The example of affective strategy was lowering the anxiety, using a checklist, encouraging oneself, writing a language diary and taking the emotional temperature.

f. Social Strategy

Social strategy helped learners to learn through interaction with others in the environment. When the environment supported them to show what was on their mind, it could make them easier to improve their ability. Social strategy included actions that participants choose to take to interact or work with others and they were important in language acquisition because language involves other people and very involved in collaboration and asking question for clarification (Oxford, 1990). The representative strategies are cooperation, question for clarification and self-talk.

B. Speaking

Speaking was an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997). Its form and meaning were dependent on the context in which occurs, including the participants themselves, their collective experience, the physical environment, and the purposes of speaking. It was often spontaneous, open-ended, and evolving.

However, speech was not always unpredictable. Language functions or patterns that tend to recur in certain discourse situation (e.g. declining an invitation), can be identified and charted (Burns 1997). For example, when a salesperson asked "May I help you?" the expected discourse sequence included a statement of need, response to need, offer of appreciation, acknowledgement of the appreciation, and leave-taking exchange.

From the definition above, it could be concluded that speaking was the way to produce sound and word that used in communication. Speaking also took the main factor in the real life. It could make the communication easy to be shared. There were some meaning in a sentence that spoken by speaker. It can be the real condition or more over the other meanings. The audiences could understand the real meaning based on the situation.

C. Speaking Fluency

Fluency in speaking was one of the learners dreamt. It became their main goal for the learners. They tried to speak without pausing and just talk without paying attention in grammatical structure. It might be the way to reach it

but fluency meant the ability to speak using a high speed and applying grammatical structure, vocabulary, pronunciation and punctuation. Byrne in Agdhila (2014:8) stated 'speaking fluency as the ability to express oneself intelligibly reasonably accurately and without too much hesitation'. It shows that speakers do not have to spend their time finding the language items needed to express their message. A fluent speaker was able to express it accurately and fluently.

Gower, Philip, and Walters in Agdhila (2014) stated "speaking fluency as the ability to keep going when speaking spontaneously". It meant that people called fluent speaker if they could speak easily without breaking the word from the beginning sentence until the end of the sentence. They did not need a note to express or arrange their opinion. As the fluent speakers, they knew about the topic. So, it was very needed to have a wide knowledge. It could stimulate their speaking fluency.

According to Fillmore in Agdhila (2014:8) "speaking fluency is the ability to fill time with talk, to talk without significant pauses for extended period". He also adds that fluency is the ability to be creative and imaginative in language use, including joking, varying styles, creating metaphors etc. according to the definition, it can be assumed that fluency is the ability that the learners have in speaking without pausing and combining with creative and imaginative thinking.

From the definition above, it could be concluded that speaking fluency was the ability to produce and use a meaningful language accurately, and also the ability in which learners had in speaking without pausing and combining with

creative and imaginative thinking. Not only speaking faster, they had to have a wide knowledge that could influence their speaking skill. It was needed for them to have a good understanding in the topic spoken. When they did not enough knowledge, they could speak fluently as the topic.

D. Aspect of Fluency

Brown in Yuniarti (2009:46) gave the highest score (5 scores) for “has complete fluency in the language such his speech is fully accepted by educates native speakers” in his scoring rubric. 4 score for “able to use language fluency on all level normally pertinent to professional needs, can participate in any conversation within the range of his experience with a high degree of fluency. For “can discuss particular interest of competence with reasonable ease. Rarely had to grope for words” he gives 3 scores. 2 score for “can handle with confidence but not facility most situations, including introductions and casual conversation about current events, as well as a work, family, and autobiographical information”, and no fluency description for 1 score.

Pearson Education, Inc (2005) describes fluency scoring in table as follow:

Rating	Demonstrated Competence
Grammar;	
4	• Use a variety of grammar structures with only occasional grammatical errors
3	• Use a variety of grammar structures, but make some errors
2	• Use a variety of structures with frequent errors, or use basic grammar structures with only occasional errors
1	• Use basic grammar structures, make frequent errors
Vocabulary and Expression;	

4	• Use a variety of vocabulary and expressions
3	• Use a variety of vocabulary and expressions, but makes some error in word choice
2	• Use limited vocabulary and expressions
1	• Use only basic vocabulary and expressions
Hesitation;	
4	• Speak smoothly, with little hesitation that does not interfere with communication
3	• Speak with some hesitation, but it does not usually interfere with communication
2	• Speak with some hesitation, which often interfere with communication
1	• Hesitate too often in speaking, which often interfere with communication
Appropriateness;	
4	• Stay on task and communicates effectively; almost always respond appropriately and always tries to develop the interaction
3	• Stay on task most of the time and communicate effectively; generally responds appropriately and keeps trying to develop the interaction
2	• Tries to communicate, but sometimes does not respond appropriately or clearly
1	• Purpose is not clear; need a lot of help communicating; usually does not respond appropriately or clearly
Pronunciation and Intonation;	
4	• Pronunciation and intonation are almost always very clear accurately
3	• Pronunciation and intonation are usually clear/accurate with a few problems areas
2	• Pronunciation and intonation errors sometimes make it difficult to understand the students
1	• Frequent problems with pronunciation and intonation

Table 2.1 Fluency Scoring Rubric

British Council also described fluency scoring in IELTS speaking band descriptors clearly. The highest score (9 scores) were: speaks fluently with only rare repetition or self-correction (any hesitation is content-related rather than

to find words or grammar), speak coherently with fully appropriate cohesive features, develops topics fully and appropriately.

Based on the scoring above, it could be assumed that fluency has some aspects, those were the variety of grammar structures, vocabulary and expression, hesitation, appropriateness (respond and topic development), pronunciation and intonation. All the items they needed to be fluent speaker. They had to apply it in their sentence building in speaking. For fluent speakers, it was not a problem to apply it, because they had learnt it before. So, it could make them apply it.

E. Review of Related Study

Before the writer conducted this research, there were several researchers who had conducted other studies that were relevant to the topic.

The first was done by Susanti (2011) write about "Improving students speaking skills using interactive activities in English teaching learning process". In this study the researcher used an action research method. The subjects of this study were the tenth grade students of SMA N 1 NGADIROJO PACITAN. The researcher used checklist and recording to collect the data. The researcher hopes these learning strategies can improve students' ability in speaking.

The second was done by Buitrago (2017) write about "Collaborative and Self-directed Learning Strategies to Promote Fluent EFL Speakers". This study confirmed that the strategies used to promote fluent EFL speakers. This study used mixed method which was combination of quantitative methods and qualitative methods. The subjects of the study were the students of university in

Colombia. The research should be undertaken with regard to progressively more demanding speaking tasks so as to better understand how their development affects' learners spoke fluency.

The third was done by Shahini (2017) write about "Improving English Speaking Fluency: The Role of Six Factors). This study used qualitative methods. The participants are Persian who speak English fluently. The research used the participants' voice were audio-recorded, transcribed, analyze and then translated into English. As the first factor, most of the participants mentioned that age had a great impact on their fluency.

The writers above had different methodology. Focus on applying several different learning strategies that decided by the writers used to improve the speaking skill in some learning strategies in English. But in this study the writer asked the learning strategies used by fluent speakers. Another difference from this research was the subject. In this research, the subject was the first grade pre-service English teachers of education department in Bojonegoro, East Java in academic year 2018-2019.



CHAPTER III

RESEARCH METHODOLOGY

In this chapter, the writer would like to discuss about place and time of the research, research approach, the data and the resources data, technique of data collection, instrument of the research, techniques of data analysis, and validation of the data in this research methodology.

A. Place and Time of the Research

This case study would be conducted in presenting in some courses of pre-service English teachers in the first grade of an English Education Department in a private university in academic year 2018-2019. There were two classes, 1A and 1B. This University was located on jalan panglima polim 46 Bojonegoro. The pre-service English teachers would be chosen because their ability in speaking English higher than their friends got in this speaking course. The writer could know their ability from the lecture's score. The fluent pre-service English teachers could be known in their real-life as like when they present a presentation or speech in front of their friends, daily communication and the ability speaking without breaking down the sentence. In this University, speaking course only be thought in 1st and 2nd year. This research started in December 2018 until July 2019.

B. Research Approach

The writer used qualitative approach in the terms of case study which is related to the objectives of the study. The writer indentified the phenomenon of the real-life context of the research without any intervention. Case study research was a qualitative research approach in which the investigation explore a bounded system (a case) or multiple bounded systems (cases) over time through detailed, indepth data collection involving multiple source information (e.g., observation, interviews, audiovisual material, and document and reports), and reports a case description and cased based-themes (Creswell, 2007). The research was focused to investigate the learning strategies used by fluent pre-service English teachers and their awareness of learning strategies benefits in speaking skill.

C. Data and Sources data

In this research, the data were in the form of information about the learning strategies used by fluent pre-service English teachers in speaking skill. Therefore, sources of data are needed by the researcher were phenomena of fluent pre-service English teachers' learning activities would be in form of observation sheet, questionnaires' learning strategy and interview which was in form of scores transcript. The data was used for getting information from the fluent pre-service English teachers and then, the researcher analyzed the data, so the researcher could draw the outcome and conclusion.

Observation sheet was used by the writer to describe the results of recordings of events that occur in the field. The writer wrote all the activities that happened in the field note. Questionnaire was the number of written questions that

were used to obtain information from the respondent in the sense of the researcher's personal report or things the writer knew. Interview was a process of oral questioning between two or more people directly. The interviewer was referred to as writer and the person interviewed is referred to as the interviewee.

D. Techniques of Data collection

The research's data were collected from document, interview, observations and questionnaires.

1. Document

Document used in this research were pre-service English teachers' study report and students' scores transcript which in form the fluent pre-service English teachers' score. The data used to support the sampling process. The writer used it to select the participants who have a high score of speaking course based on the data given by their lecture and score transcript. The speaking score was not used in the further research because of many aspects which influence the score, not only fluency aspect. The score can be influenced from the pre-service English teacher activeness in the classroom, duty or home work, and etc. It could be concluded that document had the main actor to decide the samplings or participants in the research.

2. Interview Sheet

The interview was focused on the fluent speakers. It was for sampling process and for data collection. The writer asked the fluent pre-service English teachers in speaking skill about their strategies, learning problems, and

their awareness of learning strategies used to improve their speaking English skill. The writer also asked their friends and lecturer to get more data and information about their daily activities in the classroom. So the writer knew their characteristics when they were in learning process and how they proved their speaking skill in the classroom.

3. Observation Sheet

The writerr conducted the observation by making observation sheet in order to know fluent pre-service English teachers' speaking English performances, participations and strategies during their activity in the classroom. The data were taken from the fluent pre-service English teachers' presentation, they asked after their friends' presentation, made a group discussion with their friends, sharing their opinion. From this observation, the writer believed that the data were gotten from the real-life fluent pre-service English teachers' activities.

4. Questionnaires Sheet

The writer gave the questionnaires to fluent pre-service English teachers and used to discover their learning problems, English learning strategies and awareness of learning strategies use. The research used Strategy Inventory of Language Learning by R. L. Oxford to know their learning strategies use. The research provided the response options and allowed the participants to write in answers that might not fit the response choices.

E. Instrument of the Research

The writer used four instruments in this research. It could be seen in the explanation above. Those were document, observation, interview and questionnaires.

1. Document

The document which used in this research is mid-semester and final semester score transcript. To describe fluent pre-service English teachers in speaking performance and sampling process, this data used as supporting data. But, it is not establish the chosen sample, because this research emphasizes lecturer's oral assessment of the student as sampling method.

2. Observation

In this research, the writer acted as a non-participant observer. The writer sat with the pre-service English students in presentation, took notes, and recorded pre-service English teachers' performance. Class observation focused on the learning done by four pre-service English teachers categorized as a fluent pre-service English teacher in speaking in every step of learning activities. The genders of the sampling were a man and three females. The samplings were determined as such because there were more female pre-service English teachers than men.

3. Questionnaire

This research used two questionnaires. Those are open-ended and closed-ended. First, open-ended questionnaire is from Oxford (Strategy Inventory of Language Learning/SILL). It provided the response options and allowed the participants to write in answers that might not fit the response choices. Second, closed-ended questionnaire which design with three answers of Often, Seldom, and Never to supports the SILL and observation results.

4. Interview

This research adopted semi-structured interview in order to get more information about the learning strategies used by fluent pre-service English teachers in speaking English. The writer got the direct and spontaneous answer from fluent pre-service English teachers. So the answers were not modified and added by the researcher. Because the writer needed the true answers to know their learning strategies that might to be applied other pre-service English teachers improving their speaking skill. This interview aimed to support the questionnaire results.

F. Techniques of Data Analysis

The interactive model of data analysis was used by the researcher in analyzing the data. It is drawn below:

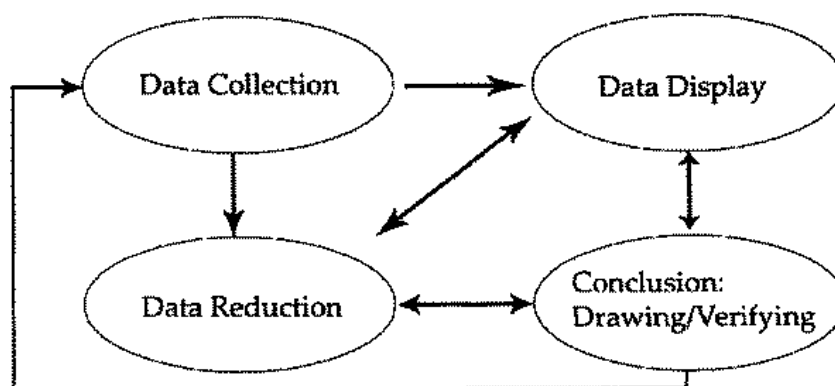


Figure 1: Components of data analysis: Interactive Model from Miles and Huberman (1994:12)

1. Data Collection

The writer collected the data by conducting observation, interview, giving questionnaire and document analysis. The writer collected the data from learning activities in the class. From this activity, the researcher got the data about pre-service English teachers' characteristics and performance during the learning activities. After that, the writer carried out interview with the fluent pre-service English teachers. The writer asked the fluent speakers about their strategies, learning problems, and their awareness of learning strategies used to improve their speaking English skill. The writer also asked their friend and lecturer to get more data and information about their daily activities in the classroom. The questionnaires were given to the fluent pre-service English teachers to be fulfilled about their learning strategies and awareness to apply their learning strategies.

2. Data Reduction

Observation sheet, questionnaires and interview transcript were used by the writer getting the information about fluent pre-service English

teachers' learning strategies and awareness of applying the learning strategies in their real-life activities. The writer told that the data reduction as final data. This data reduction was written sharply, shortly, focused discarded and set it as valid data. It could help the researcher have a final conclusion which could be drawn and verified.

3. Data Display

In this research, the data display was done as the description of data reduction. The writer described and discussed the fluent pre-service English teachers' learning problems, learning strategies, and their awareness in applying the learning strategies to improve their speaking skill.

4. Conclusion

The conclusion was decided and drawn based on the data result analyzing about fluent pre-service English teachers' learning strategies and awareness of applying the learning strategies in their real-life activities. The writer described the best learning strategies and their awareness of applying the learning strategies as the conclusion. So, it was the real conclusion that the writer wrote based on the research activity.

G. Validation of the Data

1. Triangulation

The writer triangulated the data from the document analysis, observation, questionnaires and interview. Triangulation was defined as the

mixing of data or methods so that diverse viewpoints or standpoints cast light upon a topic. The mixing of data types, known as data triangulation, was often thought to help in validating the claims that might arise from initial pilot study. The mixing of methodologies, e.g. mixing the use of survey data with interviews, is more profound form of triangulation (Olsen: 2004). From the description above, the first, the writer observed the fluent pre-service English teachers. The second, to know the fluent pre-service English teachers' characteristics, the researcher asked their friend which cover their activeness, social interaction and performances in the classroom. The third, the researcher did in another classroom observation in order to strengthen the data collected. The fourth, the researcher interviewed the lectures that might arise from the observation result. The last, the researcher interviewed and gave questionnaires to the fluent pre-service English teachers, and asked for confirmation related to the observation and their friends' or lecture's interviewed result about fluent pre-service English teachers' learning strategies and awareness of applying the learning strategies in their real-life activities and analyzed the documents. The writer had multiple sources based on triangulation in relation to the accuracy and credibility in this research. So this research report could be described accurately by the researcher.

2. Member Checking

Member checking is a qualitative research technique wherein the researcher compares his/her understanding of what an interview participant said or meant with the participant to ensure that the researchers' interpretation is accurate (Wang: 2010). The writer did member checking process after the observations,

interview, questionnaires and documents analysis had been done. The writer asked the fluent pre-service English teachers, their friends and their lectures for the confirmation in this research about the report written. It aimed to check that the finding was accurate, fair and representative based on the facts.